Volume:Pages

R

REIS, S. M. The "patch-on" approach to programming 26:29

RENZULLI, J. The gifted constitutes 3-5% of the population 26:11

What makes a problem real: stalking the illusive meaning of qualitative differences in gifted education 26:147

RIMM, S., DAVIS, G. A., & BIEN, Y. Identifying creativity: a characteristics approach 26:165

RITCHIE, A. C., BERNARD, J. M., & SHERTZER, B. E. A comparison of academically talented children and academically average children on interpersonal sensitivity 26:105

S

SISK, D. You have to do it alone 26:44

STEELE, K. J., BATTISTA, M. T., & KROCKOVER, G. H. The effect of microcomputer assisted instruction upon the computer literacy of high ability students ... 26:162

STERNBERG, R. J. Lies we live by: misapplication of tests in identifying the gifted 26:157

Volume:Pages

Nonentrenchment in the assessment of intellectual giftedness 26:63

STEWART, E. One program, indivisible for all 26:27

T

TREFFINGER, D. J. Editorial: demytholigizing gifted education 26:3

Editorial: programming positives 26:98

Editorial: school districts should support gifted programming 26:50

We need to have the same scores for everyone 26:20

Your sample must be the same as the population 26:15

W

WARD, M. The "ostrich syndrome": do gifted programs cure sick regular programs 26:34

WYATT, F. Responsibility for gifted learners— a plea for the encouragement of classroom teacher support 26:140